

USAWC STRATEGY RESEARCH PROJECT

LEADERSHIP...A LIFELONG JOURNEY THROUGH EVER-CHANGING ROLES

by

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ABSTRACT

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Transformation and increased Jointness are major undertakings. To accomplish this feat, strong and consistent leadership is required from across the Department of Defense. This study provides the impetus for advocating standardized joint leadership education and development across all Services and at all levels. Today's environment has been described as volatile, uncertain, complex, and ambiguous (VUCA). The nature of this environment places great challenges on senior leadership and creates a change to a leader's perspective and consequently their behavior. An increased joint solution is feasible and required as a review of current Services' leadership models finds little agreement on development of their officer corps.

This study is not meant to be the panacea for defining leadership; rather it proposes a universal joint role-based model of leadership to use for the education and development of officers. It is not intended to usurp service traditions or values; instead it advocates a standardization that can function as a common body of knowledge to function within the profession of arms. Coupled with values, attributes, and principles, an officer's ability to lead within today's challenging environment is reflected in the roles they employ. Starting with tactical level junior officers, this model provides a cumulative framework progressing development to the strategic level. The progressive nature of the model explains the roles that all leaders assume at some point throughout their careers. This universal joint role-based model of leadership supports the officer perspective for all Services and at all levels of the environment.

LEADERSHIP...A LIFELONG JOURNEY THROUGH EVER-CHANGING ROLES

It is clear that the Department of Defense cannot operate as it has in the past. Secretary of Defense Donald Rumsfeld recognizes the defense structure of our Nation must become fully integrated. Towards this end he initiated a process of transformation throughout the entire department. The Department of Defense needs to standardize leadership education and development across all Services and at all levels. The increased jointness of the profession of arms must be accompanied by universal education and development of the entire officer corps.

Demands on the strategic leader of today and tomorrow are far greater than the demands of yesterday. The development process for tomorrow's strategic leaders must begin at the junior officer level.¹ A key benefit to standardizing leadership education is an integrated framework which provides a common understanding of leadership for all Services and at all levels of the environment.²

In this spirit of transformation, I propose a new model of officer leadership which transcends the current service-oriented models. Focusing on the entire span of an officer's career and leadership environment, the model demonstrates the cumulative roles required for an officer to be effective at the tactical, operational and strategic leadership levels. Moreover, not only do I present a new "Joint" model of leadership, but I also incorporate some of the best social science thinking about cognitive development to suggest when certain life experiences of officers are already available.

My universal joint role-based model is grounded on the idea that one uses many of the same leadership roles at the tactical level as at the strategic level. Army Field Manual 22-100 notes, "Anyone who influences others, motivating them to action or influencing their thinking or decision making, is a leader. It's not a function only of position; it's also a function of role."³ Roles such as a facilitator or motivator are predicated upon the core competencies associated with that behavior. What changes is the breadth and depth of a role as an officer transitions from the tactical to strategic level. Wisdom gained over the years combined with a clear model of leadership will help the officer transition from one paradigm of leadership to another (for example, operational to strategic).⁴

This new model suggests that officers employ fifteen roles in their careers across all levels of the environment. These main roles remain static in the model, but are further broken down to represent the leadership level and associated competencies. For example, the main role of manager can be classified as a supervisor, director, and chairman for the levels of tactical, operational and strategic respectively. Consequently the different competencies associated

with this sub-layer reflect a cumulative effect on overall leadership ability. The impact of this effect is not consistently recognized in current service-oriented education and development.

Comparative Analysis of Military Leadership Development

Today, the Services face a significant barrier to a joint leadership program. Their leadership framework along with its assumptions and definitions significantly differ. A quick overview of the leadership models taught at the various senior service military PME schools demonstrates the problem.

The Navy's Leadership Competency Model centers on five core competencies: Accomplishing Mission, Leading People, Leading Change, Working with People, and Resource Stewardship.⁵ These competencies are defined as "a behavior or set of behaviors that describes excellent performance in a particular work context".⁶ This definition actually mixes this study's definition of a role (behavior) and competency (quality). Additionally, the main and sub-competencies listed do not always relate across the entire spectrum of the leadership environment. As an example, Leading Change stresses organizational vision and integration of Naval goals, priorities, and values. The key sub-competencies of creativity, strategic thinking, and external awareness; all have little meaning to a junior officer. In addition to the competency model there are eleven Principles of Naval Leadership. However, few of the eleven would be defined as principles.⁷ Concepts such as self-improvement, technically proficient, setting the example, effective communication, and training are more examples of competency than principles as defined by Webster.

Despite being a part of the Navy Department, the Marine Corps promotes fourteen leadership traits. They are "qualities of thought and action which...help earn respect, confidence, and cooperation...to become a good leader and good follower".⁸ . In each case the trait is defined and given subsequent suggestions for improvement on how to implement the trait. Arguably the listed traits of integrity, courage, and loyalty could be defined as values. Dependability, decisiveness, bearing and knowledge can be defined as competencies. Even when using the definitions of this analysis, traits and attributes are very closely defined for justice, unselfishness, and endurance. Although extremely important for leadership behavior, the Marine Corps traits are more closely aligned with this study's proposed model of foundational development in principles, values and attributes.

The Air Force definition of leadership differs depending on what PME school one examines. This confuses the concept of a standardized leadership model within a single service, let alone the entire Department of Defense! This concept implies that operational

leaders are taught one form of leadership while strategic leaders are taught another; yet doctrine exists as the single reference for the culture.

The doctrinal model used at the Air War College comes from Air Force Doctrine Document (AFDD) 1-1, *Leadership and Force Management*. This document defines the three leadership competencies of Personal, People/Team, and Institutional within the levels of tactical, operational and strategic.⁹ Although graphically different than the one proposed by this study, the Air Force model recognizes the threads between a tactical leader and a strategic leader. The “Enduring Leadership Competencies” (sub-competencies) that are contained within the three main competencies “vary in their degree of use...based on the level at which the leader is operating.”¹⁰ This is one of the key foundations of this study’s proposed model.

The second model, taught at Air Command and Staff College, is called the Interactional Leadership Framework. It depicts the relationships between a Leader, Follower, and the Mission.¹¹ This simplistic model shows a relationship of these three areas from the tactical to the strategic level, but not in the sense outlined in AFDD 1-1. Further, it does not indicate any competencies within those levels, simply labels to depict the environment (i.e. the mission is specific at the tactical level and broad at the strategic). This model has the potential to oversimplify and confuse officer leadership development. Although this may be an effective teaching tool it is not covered under doctrine. The Army, on the other hand, uses more consistent leadership doctrine not only for its officer corps, but also its NCO corps.

Similar to the categories of the Navy and Air Force models, the Army represents leadership at the Direct, Organizational, and Strategic level. There is an exhaustive list of competencies as well as six “metacompetencies” listed under the categories of the Be, Know, Do philosophy addressed in FM 22-100.¹² The pyramid framework for Direct, Organizational, and Strategic leadership functions as the Army’s basis for thinking about leadership.¹³ It represents the individual and organizational values, attributes, skills, and actions of its leaders. In its foundation of skills there are four major headings; interpersonal, conceptual, technical and tactical; and for actions there are three major headings; influencing, operating, and improving. While the other Services list competencies for each leadership level, the Army uses these same seven headings for each level; however, there are significant differences between the spectrum of Direct and Strategic leadership. As an example, a technical skill at the Direct level is knowing and operating equipment, at the Organizational level it is predicting second and third order effects, and finally at the Strategic level it is leveraging technology. All three are competencies for technical skills, but all three differ due to the level of leadership. This cumulative concept

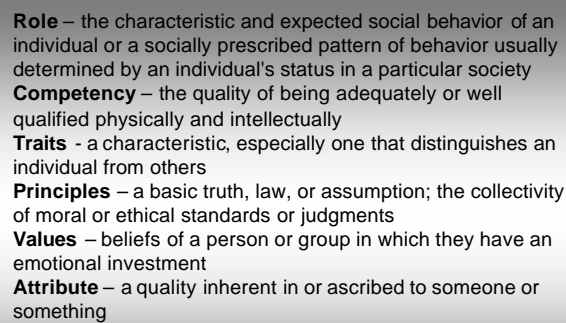
follows the basic principle of this study's proposed role-based model across the levels of leadership.

In summation this examination reveals a shared theme by the Services with respect to the leadership levels of tactical, operational, and strategic. Some of the terminology used by the Service's is common; however, definitions used to describe their models vary significantly. The challenge in developing a "joint" leadership model comes from defining consistent terminology within a common framework...without usurping Service traditions or values.

A Universal (Joint) Role-Based Leadership Model

Clearly leadership development must evolve to educate the entire Department of Defense officer corps, not simply an individual service branch. It must prepare our junior officers of today for the complex challenges of tomorrow. The environment has been described as volatile, uncertain, complex, and ambiguous (VUCA); but at the same time our services are integrating with each passing year. The time has come to embrace a joint leadership model for all Services and at all levels.

The Services framework, thus their paradigms, about leadership differs just as their definitions differ. It is important for a universal model to maintain consistency in terminology and definitions to form the foundation for model development. Figure 1 defines six key terms that



Role – the characteristic and expected social behavior of an individual or a socially prescribed pattern of behavior usually determined by an individual's status in a particular society
Competency – the quality of being adequately or well qualified physically and intellectually
Traits - a characteristic, especially one that distinguishes an individual from others
Principles – a basic truth, law, or assumption; the collectivity of moral or ethical standards or judgments
Values – beliefs of a person or group in which they have an emotional investment
Attribute – a quality inherent in or ascribed to someone or something

Figure 1 – Key Definitions

establish this foundation. These definitions are used throughout the study and must be understood and held within the proper context of the proposed "Joint" model.

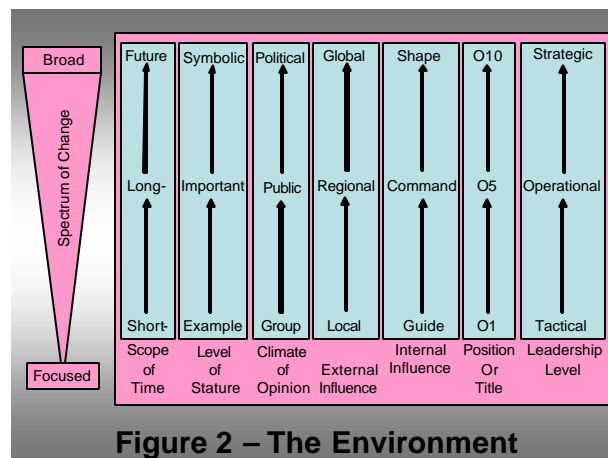
This new Universal (Joint) Role-Based Leadership Model addresses the problems discovered in the Services comparative analysis and includes research recommendations.¹⁴ Consistent representation of roles, detailed leadership behaviors, and example competencies within the roles form the model's framework within the levels of leadership (tactical, operational, and strategic). The challenge is to address competencies within a role in a manner that assists leaders at being more effective and understanding what is expected of them.

The model advocated by this study will be described in five areas; Environment, Foundational Development, Leadership Spectrum, Leadership Actions and Leadership Roles with Associated Competencies. These areas build a sequential series of graphics which is important in understanding the concept of the Universal (Joint) Role-Based Leadership Model.

Area 1 - Leadership and the Environment

The environment that leaders and organizations contend with can, and does, impact their behavior; however, the degree of influence is dependent on where a leader sits within the environment. Wendy Schultz states, "[James] Burns was one of the first scholars to assert that true leadership not only creates change and achieves goals within the environment, but changes the people involved in the necessary actions for the better as well: both followers and leaders are ennobled."¹⁵ The environment normally found at the tactical level is relatively stable while the complete opposite can be found at the strategic level. This "spectrum of change" addresses this sliding scale with respect to a wide variety of factors.

Figure 2 represents some representative environmental factors (not meant to be all



inclusive) and is shown with three distinct parts. The first part corresponds to the large rectangle encompassing the factors. This is the Environment and depicts the totality of surrounding conditions. The second part, labeled Spectrum of Change, symbolizes a broad sequence or range of related qualities, ideas, or activities. At the bottom end of this scale factors tend to be narrowly focused while the top end of the scale represents broader, more demanding aspects of a specific factor. The third part represents individual factors called "spectrum bars". Most importantly, with respect to this model, the Leadership Level utilizes the spectrum of tactical, operational, and strategic.

To focus on the target audience, all seven of the spectrum bars key off Leadership Level. This spectrum bar is known by every member of the officer corps who clearly understands this relationship to the environment. The factor of Position or Title may seem obvious to the military community; most simply think in terms of company grade, field grade, or flag officer levels...this has changed.¹⁶ The mid-scale is shown as O-5 to reflect the fact that "...shifting strategic leader capability down to the colonel level greatly expands the target population of any leader development efforts."¹⁷ Internal Influence and External Influence are factors that tend to have an effect on what you do; a power affecting a person, thing, or course of events. The Climate of Opinion is a belief or sentiment shared by most people; the voice of the people. Level of Stature is the level of respect gained by impressive development or achievement. Finally, Scope of Time is the continuum of experience in which events pass from the present to the future; it is a resource sometimes in or out of one's control. This representative sample is only one of many other spectrum bars that could be used, to include educational institutions.¹⁸ Utilizing a leadership model that is encircled by the environment, delineates a more comprehensive relationship to be taught and studied.

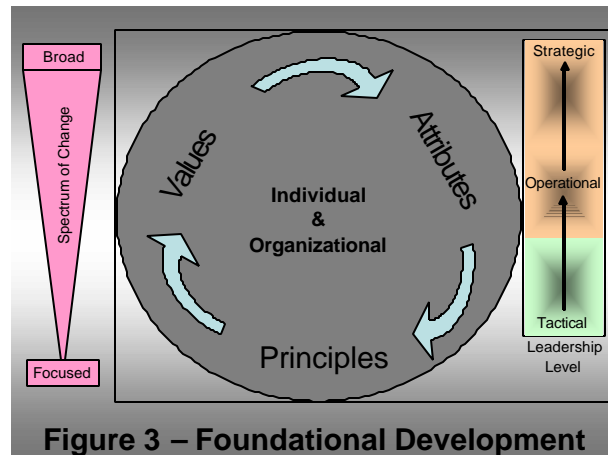
This stage of model development forms the cornerstone for the relationship of the environment and the leader. Robert Greenleaf summed it up best, "...great leaders serve the group they lead, by creating and maintaining an environment which encourages and supports everyone in maximizing their potential."¹⁹ To fully employ leadership ability one must understand the level of complexity of the environment in which they lead people to success.

Area 2 - Leadership and Foundational Development

Any leader or potential leader brings with them a deeply rooted morale code that is cultivated at an early age. Stephen Covey describes this as, "The only thing that endures over time is the law of the farm: I must prepare the ground, put in the seed, cultivate it, weed it, water it, then gradually nurture growth and development to full maturity,"²⁰ Individual (as well as

organizational) values, principles, and attributes form this morale code and play a significant role between a leader and the environment.

The intertwined relationship of these three terms can be molded and refined as leader's age and deal with changing environments. Labeled Foundational Development (see Figure 3), they embody an individual or an organization and form the bedrock of a leadership philosophy.



Contained within the environment, Foundational Development can be reflected within the Leadership Level spectrum bar. Early on the tactical level officers must deal with their pre-commissioning ideals. They resolve how their life experience to this point will help them to become effective (or ineffective) leaders. This dynamic experience that is learned through one's life is what a leader draws upon to conduct themselves. At the strategic end a different approach occurs, Joseph Rost states, "The institutional leader is primarily an expert in the promotion and protection of values."²¹ Now the organizational foundation becomes the impetus for its members. This is not a linear relationship and there are distinct differences in the term's definitions and use.

The three terms (see Figure 1) of values, principles, and attributes equate to beliefs, standards and qualities respectively. Stephen Covey states, "Our values often reflect the beliefs of our cultural background. From childhood we develop a value system that represents a combination of cultural influences, personal discoveries, and family scripts."²² He further explains, "Principles, unlike values, are objective and external. They operate in obedience to natural laws, regardless of conditions. Values are subjective and internal."²³ Values are often

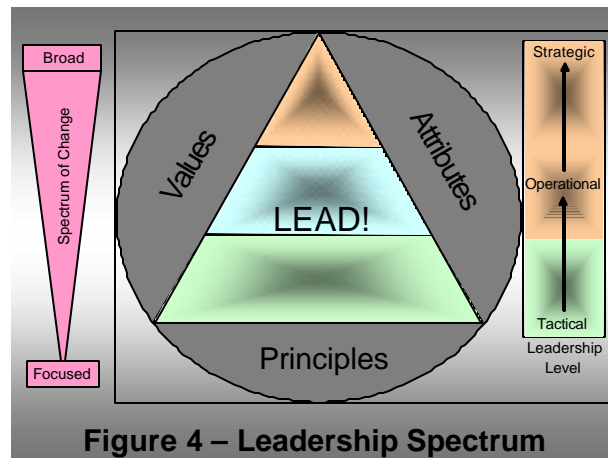
represented by ideology and philosophy where as principles are referred to as fundamental and ethical. Attributes are the key connectors between Foundational Development and role-based behavior. They serve to define the characteristics of a given role based on character, quality, and competence.²⁴

With respect to the military these characteristics would be embedded as part of the greater warrior ethos that comes with the profession of arms. The circular nature of Foundational Development assists leaders in their ability to deal with the environment as part of individual and organizational development...anything less can end in failure.

Area 3 - Leadership Spectrum

Many leadership models and theories imply the concept of leading; however, to lead at the tactical level is far different than leading at the strategic level. T. Owens Jacobs states, "Development of a strategic leader involves a number of important aspects. First, the most important, indeed foundational, part of this preparation concerns values, ethics, codes, morals, and standards. Second, the path to strategic leadership resembles the building of a pyramid...Strategic leaders gradually build wisdom, defined as acquiring experiences over time." ²⁵ A model must capture the link between Foundational Development and the development of a leader through all levels..."culturally, leadership was and continues to be the mainstay of the military".²⁶

This spectrum is defined by a pyramid (see Figure 4) where all leaders enter at the tactical

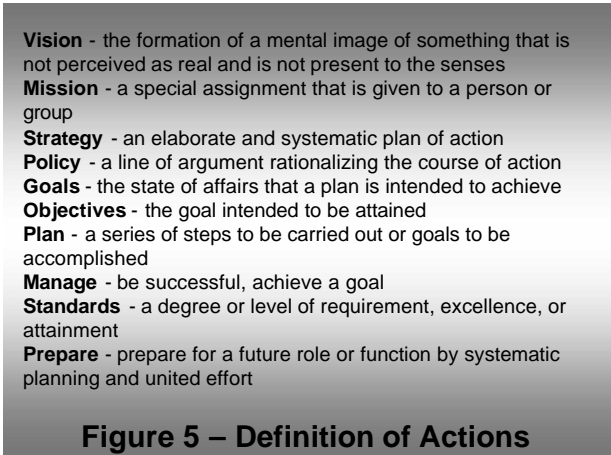


level and some graduate to the strategic level. The pyramid representation relates to the environment where tactical leaders are narrowly focused while a broad, uncertain environment is encountered by the strategic leader. James Smith states, "Those strategic leaders will not emerge by accident. They must be prepared, shaped, mentored, and fostered across an entire career of growth and experience."²⁷

The single action of leading is what bridges Foundational Development into action. W. Michael Guillot notes, "Skills for leading at the strategic level are more complex than those for leading at the tactical and operational levels, with skills blurring at the seams between those levels."²⁸ Leadership Actions can define the skills and responsibilities within leadership levels.

Area 4 - Leadership Actions

There are a plethora of actions that leaders are responsible for, the difference comes from the tactical, operational, and strategic environment. Warren Bennis and Burt Nanus note, "Leaders are the most results-oriented individuals in the world, and results get attention. Their visions and intentions are compelling and pull people toward them. The actions and symbols of leadership frame and mobilize meaning."²⁹ To articulate this relationship to leadership levels, actions are condensed into ten broad categories (see Figure 5).



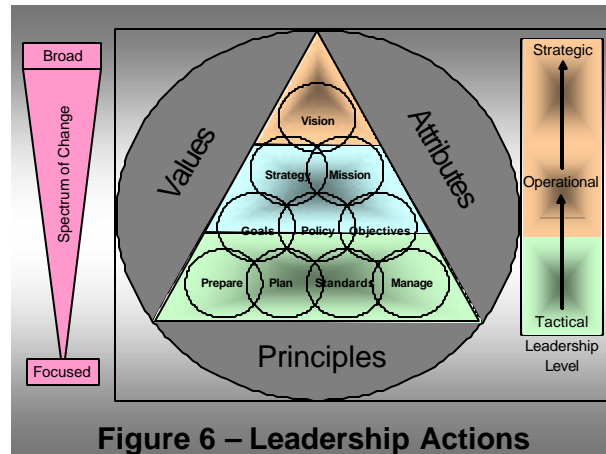
Vision - the formation of a mental image of something that is not perceived as real and is not present to the senses
Mission - a special assignment that is given to a person or group
Strategy - an elaborate and systematic plan of action
Policy - a line of argument rationalizing the course of action
Goals - the state of affairs that a plan is intended to achieve
Objectives - the goal intended to be attained
Plan - a series of steps to be carried out or goals to be accomplished
Manage - be successful, achieve a goal
Standards - a degree or level of requirement, excellence, or attainment
Prepare - prepare for a future role or function by systematic planning and united effort

Figure 5 – Definition of Actions

While competencies can grow and change as a leader performs certain roles; basic actions exist where they practice leadership effectiveness. Robert J. House states, "The leader lets subordinates know what is expected of them, gives guidance and direction. They maintain standards of performance and clarify the role of the leader in the group."³⁰ Vision typically lies

at the broad strategic level which underpins other actions down the organization. In reverse, those actions at the tactical level help to focus and develop officers as they advance through their career.

For example (see Figure 6), the tactical leader prepares through training, conducts short-term planning for the organization and themselves, administers standards, and manages programs. The operational leader articulates strategy and mission, while executing institutional policy, goals, and objectives. Finally, the strategic leader shapes the institutional vision while developing strategy and mission. With various jobs and duties come certain aspects of action, "... the lines between these levels is not sharply drawn."³¹



The progressive nature depicted in the model typically increases in rank and responsibility, but it does not mean this is developed in a linear fashion. It is the roles and associated competencies that leaders refine and use to assist them in a changing environment.

Area 5 - Leadership Roles and Associated Competencies

Based on the recommendations described earlier, for a leadership model to be useful it must reduce redundancy in competencies; improve detail through a consistent representation of functions and behaviors; and indicate how actions and behaviors are linked to competencies. The universal role-based model advocated by this study fully exercises these recommendations.

It is extremely important that each role is properly defined to set the stage for the incremental and cumulative change from tactical to strategic levels. To capture the analysis recommendations, this model avoids the traditional military style "...of compiling long lists of

required leadership knowledge, skills, abilities, and competencies.”³² The goal here is to confine leadership development into a complete understanding of only fifteen leadership roles with only ten applying to each level.

The model demonstrates fifteen major roles (see Figure 7) employed for the entire spectrum of officer leadership development at all levels. These fifteen roles are further broken down into sub-roles (see Figure 8) associated within the tactical, operation, and strategic levels. Sub-roles are used to tie the cumulative effect of leadership behavior to their associated competencies.³³ The sub-roles encompass the depth and breadth of the competencies required at that level. By identifying major leadership roles, officer's can identify the various styles they use to be effective within the leadership levels.³⁴

Student – a learned person; someone who by long study has gained mastery in one or more disciplines
Technician – someone whose occupation involves training in a specific technical process
Supporter – a person who contributes to the fulfillment of an effort or purpose
Motivator – a person with positive, motivational influence
Problem Solver – a thinker who focuses on the problem as stated and tries to synthesize information and knowledge to achieve a solution
Manager – someone who controls resources
Leader – a person who rules or guides or inspires others
Orchestrator – a person who arranges and controls the elements of, as to achieve a desired overall effect
Integrator – a person who works towards making a whole or makes part of a whole
Facilitator – a person who works to make things easier
Mentor – a wise and trusted guide and advisor
Thinker – someone who exercises the mind
Shaper – a person who sets the proper condition of something necessary for action
Orator – an eloquent and skilled public speaker; the act, art, or process of effective communication before an audience
Practitioner – one who practices something, especially an occupation, profession, or technique

Figure 7 – Definition of Roles

ROLE	LEADERSHIP LEVEL		
	TACTICAL	OPERATIONAL	STRATEGIC
Student	Learner	(Instructor)	(Scholar)
Technician	Practitioner	(Researcher)	(Guide)
Supporter	Follower	Disciple	(Believer)
Motivator	Producer	Enthusiast	(Spokesman)
Problem Solver	Detailer	Planner	(Investigator)
Manager	Supervisor	Director	Chairman
Leader	Professional	Commander	Ambassador
Orchestrator	Coordinator	Composer	Promoter
Integrator	Organizer	Collaborator	Unifier
Facilitator	Assistant	Mediator	Advocate
Mentor		Coach	Educator
Thinker		Academic	Intellectual
Shaper			Campaigner
Orator			Statesman
Practitioner			Alicionado

Figure 8 – Cumulative Leadership Roles

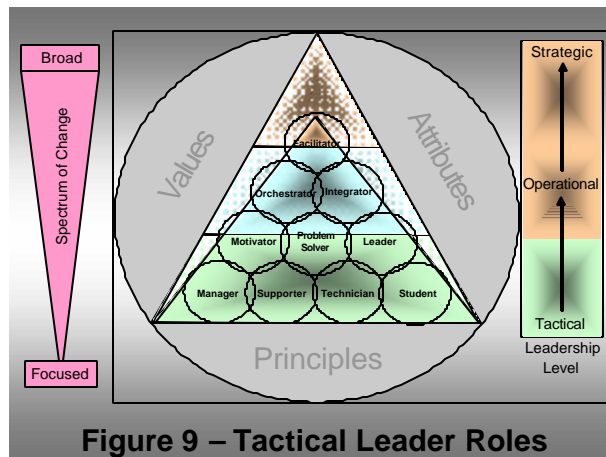
Contained within each of these roles are a variety of competencies required to operate within a specific leadership level. Even at the tactical level there is a basic need for awareness of the strategic level in order to effectively lead. Jeffery Horey and Jon Fallesen state, "The purpose in establishing competencies for leaders should be to better define what functions leaders must perform to make themselves and others in their organizations effective. The value of competencies is in providing specific or at least sample actions and behaviors that demonstrate what leader's do that makes them successful."³⁵ By associating competencies to a specific role within a leadership level, actions and behaviors of leaders are clarified.

For example, the roles used to describe a manager each bring different competencies to the respective level. A supervisor has far different responsibilities than the director who has less responsibility than a chairman. This same methodology can be used for the other roles when viewing the horizontal relationship to the major role. Looking vertically down a column the roles paint a picture of a leader within the three different levels. By referring back to the Position or Title spectrum bar, one can visualize the sub-roles of the company grade, field grade, and flag officer corps. The matrix defines the recommendation of consistent representation of functions and behavior with a linkage to required competencies.

Although the matrix clearly defines the boundaries of the major roles, competencies do not always fit cleanly into a box. The goal remains to confine development by applying only ten of the fifteen roles for each leadership level. Lines between the roles and associated competencies as well as the leadership level are blurred and need further clarification.

Tactical Leader Roles and Associated Competencies

At the tactical level there are ten roles that young officers learn, study and apply in their early stage of leadership development. The inner triangle (see Figure 9) within the Leadership

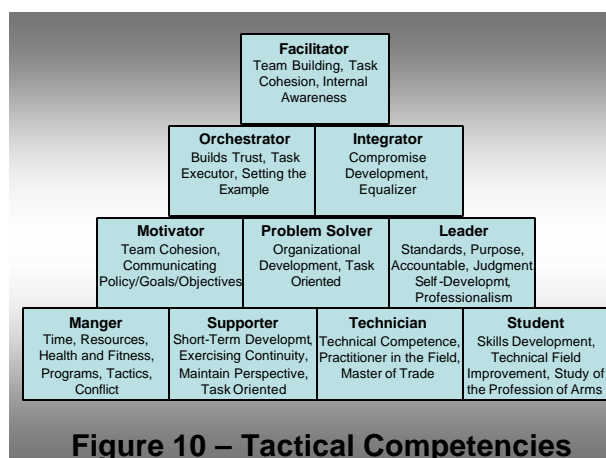


Spectrum pyramid represents the fact that even in formative year's leaders must use a strategic level role dependent upon the task at hand.

Each of these roles brings overlapping competencies that are molded and then refined as one gains experience. It represents that roles "blur" across leadership levels to portray changing competencies within the roles.

For the tactical leader the four bottom roles build a leadership foundation that extends into both the operational and strategic levels. This would be representative of an O-1 attaining the rank of O-3. The six other roles represent key areas of study and development, areas that will be used far more at the operational and strategic levels.

Continuing with the recommendation of behavior examples, the roles can be populated with characteristic competencies. Figure 10 illustrates, using the same triangular shape, some of those competencies associated with the roles utilized by the tactical leader.³⁶



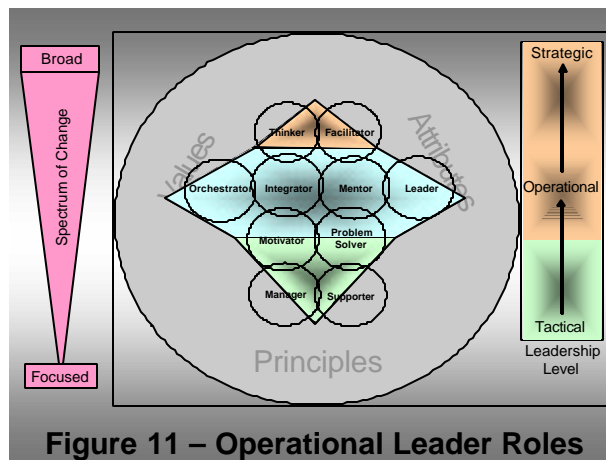
It is this part of the model that can hold service specific competencies and traditions without jeopardizing the universal applicability of the model. The standardized framework of the model can accommodate Service unique perspectives and still provide for “Joint” development at all leadership levels.

The tactical leader functions at the lowest level of leadership, however, the roles they must use to effectively lead encompass some parts of the operational and strategic levels. The tactical leader model represents the intertwined relationship of roles they use in the Leadership Spectrum. The competencies used within these roles build the basic foundation for leaders as they advance to the next level.

Operational Leader Roles and Associated Competencies

Within the operational level there are again ten roles, some brought from the tactical level and some that are completely new to this environment. The diamond in Figure 11 represents the experience of the past and a need to understand the future when dealing with a more complex environment.

At this level, leaders take their experience and lead without having the direct influence they enjoyed at the tactical level. The operational leader straddles a precarious balance between the support provided to the field and the advice provided to senior leadership. The authors of *Military Leadership: A context specific review* describes “this domain that is the buffer between external environmental turbulence and the rational focus of the lower levels.”³⁷ Here operational competencies change to reflect larger environments and a more thorough understanding of the strategic level.



Again, each of these roles brings overlapping competencies that are molded and then refined as one gains experience. It appears that the tactical model roles of student and technician were omitted from the operational model; rather the roles have shifted to accommodate the new environment. This new relationship can be seen within the competencies of the operational leader.

The behavior examples at this level reflect operational competencies for the ranks of O-4 to O-6. Figure 12 illustrates some of those competencies associated with the roles utilized by

	Thinker Study Critical, Systems and Creative Thinking, Mental Agility, Continuous Learner	Facilitator Honing Diplomatic Skills, Team Building	
Orchestrator Climate Monitor, Process Executor	Integrator Execute Vision, Support to Field, Advise to Leaders, Master Negotiator	Mentor of People, Teaching the Operational Art, Effective Feedback	Leader Articulate Purpose/Vision/Strategy, Except Responsibility, Exercise Authority
	Motivator Communicate Mission, Strategist, Execution of Policy/Goals/Objectives	Problem Solver Master Organizer, Program Delegation, Process Oriented	
	Manger Balance, Processes, Mission, Operations, Risk, Stress, Embraces Change	Supporter Long-Term Developmt, Provide Perspective	
Technician (Role of Mentor)			Student (Role of thinker)

Figure 12 – Operational Competencies

the operational leader.³⁸ Here the roles of student and technician are contained within the new roles of thinker and mentor respectively. These roles are not commonly associated with the tactical leader.

This does not mean that the tactical competencies learned are no longer valid; it means that at this Leadership Level the competencies have shifted due to the change in the environment. Everything that was studied and developed at the tactical level is brought forward to the operational level. For the operational leader these new roles assist in the transition to the strategic level.

The operational leader functions at a level that acts as a “buffer” between the other two leadership levels. Competencies brought from the tactical level change due to an increased complexity of the environment. Additionally, two new roles (thinker and mentor) are found to prepare officers for this section of the Leadership Spectrum. The operational leader model reflects a transition from the tactical to the strategic level.

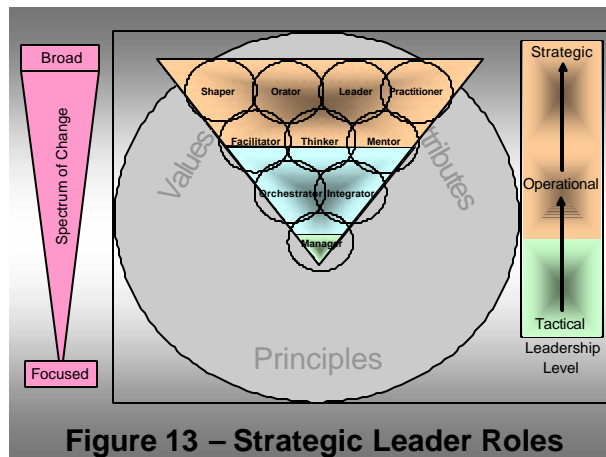
Strategic Leader Roles and Associated Competencies

At this level, leaders reach the pinnacle of the organization and exercise great influence on the organization. The pinnacle of Leadership Actions is vision, but to properly execute this “action” more roles are needed for the organization to understand and execute that vision.

The roles at this level can have global and political impact both in peacetime and during crisis. James Smith wrote, “The aerospace leader must be adept at peer leadership and matrix management and be able to build and sustain effective teams, including nontraditional ones such as joint, coalition, and interagency teams.”³⁹ Simply replace the word aerospace with strategic and one definition emerges of a leader operating at the strategic level.

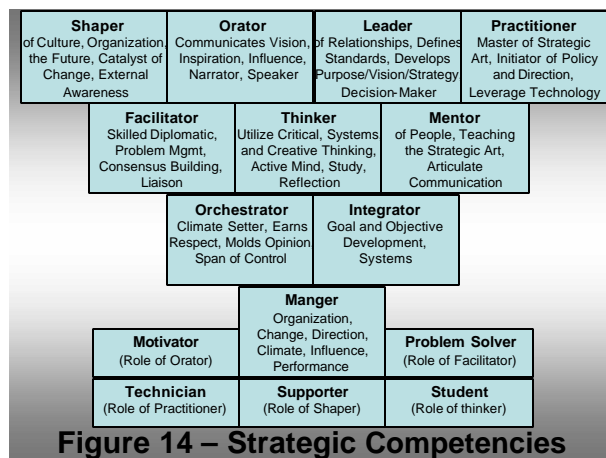
As in the other levels there are ten roles (see Figure 13) for the strategic leader with some coming from the tactical and operational levels and some which are completely new to the model. This inverted triangle represents the fact that we’ve brought with us the experience of the past, but now there is the requirement to have a complete understanding of the future and how that future will impact the organization’s purpose.

The roles required at the top positions of leadership help to define the grand purpose of the organization. The scale and scope of the environment is now at its maximum level of complexity and uncertainty. Broad conceptual themes, multiple external influence and difficult cultural issues consume the time of leaders at this level and require utilization of new roles.



While it appears that several of the tactical and operational roles are omitted from the strategic leader model; again, these roles have shifted to accommodate the new environment. The roles of technician, supporter, student, motivator, and problem solver are now contained within other strategic leader roles to accommodate this challenging environment. The relationship of these roles can be found in the strategic leader competencies.

The behavioral examples associated with strategic leader competencies encompass the ranks of O-6 to O-10. Figure 14 demonstrates, using the inverted triangle, some of those



competencies reflective of this leadership level.⁴⁰ Note the roles of motivator and problem solver from the operational level are now contained with the roles of orator and facilitator respectively. Additionally, the roles of technician, supporter and student from the tactical level are now rolled up into the roles of practitioner, shaper and thinker respectively.

The top row describes three roles (shaper, orator, and practitioner) not normally found at the operational or tactical level. At the strategic level of leadership an individual continues to reach back from past experience; however, it is not until the pinnacle of this level that these roles are fully realized and practiced. All the experience and development acquired at the other levels are brought with the strategic leader to deal with the VUCA environment.

Strategic leaders function at the pinnacle of the Leadership Spectrum. The roles and the environment are broad, complex, and difficult. Competencies found at this level are far different than those required at the tactical and operational levels. The difference is represented by the environment where strategic level competencies are far broader than those of the tactical or operational levels.

This new Universal (Joint) Role-Based Leadership Model addresses many key leadership philosophies encountered by the officer corps. First, common and consistent terminology was established and utilized throughout the presentation of the model. Second, a critical understanding is required of the internal and external environment as associated to the tactical, operational, and strategic levels of leadership. Third, the Foundational Development (values, attributes, and principles) of an individual and the organization addressed the importance of the morale code to the profession of arms. Fourth, the Leadership Spectrum brought to the model a path for leader development and a bridge between Foundation Development and action. Fifth, typical Leadership Actions were embedded over the Leadership Spectrum to delineate the intertwined relationship of the leadership levels. Finally, Leadership Roles with Associated Competencies started with tactical level junior officers and provided a cumulative framework progressing development to the strategic level. The progressive nature of the model explained the roles that all leaders assume at some point throughout their careers.

Conclusion

The premise of this study was to advocate the need for a “joint” officer leadership education and development model. It is difficult to articulate leadership or a leadership model for the world; there are simply too many variables that impact the theory of a model.⁴¹ By confining the parameters of leadership to the officer corps, a common understanding of leadership across all Services at all levels can be achieved.

A Universal (Joint) Role-Based Leadership Model was proposed for all Services to embrace for leadership development. The model presented provides a framework to start this training at the junior level and show the progression from tactical to operational and finally to the strategic level. Comparison of the Service's leadership models found commonality that suggests development of a "joint" model is feasible and practical. It is possible to create a model that does not take possession of Service traditions or values; rather it can provide an integrated framework for the profession of arms.

In today's environment where there is more emphasis on joint, coalition, and interagency teamwork, there is more demand than ever on our leadership...at all levels.⁴² Unless the Department of Defense comes together to form a "joint" model for leadership it will continue to struggle with the development of strategic leaders. The time has come for change in military leadership education and development, a change that will prepare our officers from the time they enter the service until they retire.

Endnotes

¹ Leonard Wong, Stephen Gerras, William Kidd, Robert Pricone, and Richard Swengros, *Strategic Leadership Competencies*, (Report commissioned by the Chief of Staff of the Army, September 2003), 11. In December 2001, the Chief of Staff of the Army tasked the U.S. Army War College to identify the strategic leader skill sets for officers required in the post-September 11th environment. Although this study was focused on strategic level leaders, one of three recommendations focused attention for early education of the officer corps. The authors recommend to "begin growing strategic leader capability at the precommissioning level".

² Theodore J. Crackel, "On the Making of Lieutenants and Colonels", *The Public Interest* 76, (Summer 1984), 18; quoted in James M Smith, Dr., "Shaping Air Force Officers for Leadership Roles in the Twenty-First Century", *Aerospace Power Journal*, (Winter, 2000), 36. "American military education has at its heart two crucial processes—the making of lieutenants and the making of colonels."

³ U.S. Department of the Army, *Army Leadership*, Army Field Manual 22-100 (Washington, D.C.: U.S. Department of the Army, August 1999), 1-13

⁴ James M Smith, Dr., "Shaping Air Force Officers for Leadership Roles in the Twenty-First Century", *Aerospace Power Journal*, (Winter, 2000), 36. "Although education is the essential first piece in the development effort, subsequent experience maximizes the educational benefits."

⁵ During the research I attempted to gain the most current curriculum being utilized. The senior Air Force representative at the Naval War College sent me a briefing outlining a change to the future of their Decision Making and Implementation course. Within that briefing the "Education Continuum for Officers" was presented as a future intermediate course entitled The Effective Command and Staff Officer. It is a three step continuum starting with the O-1 to O-3 level entitled Apprentice. At this level the focus is on competencies related to improved

performance and productivity, tactical, technical, community specific (career path) and warfare qualifications. The next level titled Journeyman focuses O-4's on understanding planning for improved organization productivity, performance improvement, process improvement, problem solving, use of theories and concepts to enhance and improve the productivity of subordinates, and understanding cost measures as key drivers to business effectiveness. Master, the final level focus for O-5 to O-6 (flag level officers not included), applies business planning in day-to-day operations, linking metrics to readiness and assessing organization productivity, use of strategic plans to prioritize resources, and provides leadership and drives cultural change with the business organization. Competencies within these categories fall within the tactical, operational, and strategic environments and closely align themselves with this study's terminology. Acknowledging this as a concept under review, it does not appear to link with this Service's leadership model. If the Naval War College curriculum changes, the Navy will have to determine how it relates to their model; or change the model.

⁶ U.S. Navy, "Navy Leadership Competency Model", (text taken from a Center for Naval Leadership Briefing) available from <http://www.au.af.mil/au/awc/awcgate/navy/navy-ldr-comp.htm>; Internet; accessed 28 October 2005. The Navy Leadership Competency Model centers on five core competencies: Accomplishing Mission, Leading People, Leading Change, Working with People, and Resource Stewardship. Accomplishing Mission stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions, and produce results through strategic planning and the implementation and evaluation of programs and policies. The sub-competencies include: responsibility, accountability, and authority; decisiveness and risk management; continuous improvement; problem-solving; and technical credibility. Leading People addresses the ability to design and implement strategies that maximize personnel potential and foster high ethical standards in meeting the Navy's vision, mission and goals. The sub-competencies include; developing people, team building, combat/crisis leadership, conflict management, leveraging diversity, and professionalism. Leading Change encompasses the ability to develop and implement an organizational vision that integrate key Naval national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity—to create a work environment that encourages creative thinking and innovation. The sub-competencies include; creativity and innovation, vision, strategic thinking, external awareness, flexibility, and service motivation. Working with People involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally. The sub-competencies include influencing and negotiating, partnering, political awareness, oral communication, and written communication. Resource Stewardship involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the Navy's mission; and to use new technology to enhance decision making. The sub-competencies include; financial management, leveraging technology, and human resource management.

⁷ U.S. Navy, "Principles of Naval Leadership", (Local copy from the Navy Leader Planning Guide, 2003) available from <http://leadership.au.af.mil/sls-skil.htm>; Internet; accessed 28 October 2005. The eleven Principles of Naval Leadership are:

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Know your subordinates and look out for their welfare.
4. Keep your subordinates informed.
5. Set the example.

6. Insure the task is understood, supervised and accomplished.
7. Train your unit as a team.
8. Make sound and timely decisions.
9. Develop a sense of responsibility among your subordinates.
10. Employ your command in accordance with its capabilities.
11. Seek responsibility and take responsibility for your actions.

⁸ U.S. Marine Corps, "Marine Corps Leadership Traits", (Local copy) available from http://www.au.af.mil/au/awc/awcgate/usmc/leadership_traits.htm; Internet; accessed 28 October 2005. These traits are listed as:

Justice – the practice of being fair and consistent.
 Judgment – the ability to think about things clearly, calmly, and in an orderly fashion to make good decisions.
 Dependability – can be relied upon to perform duties properly; trusted and willing to support; putting forth your best effort to achieve the highest standards of performance.
 Initiative – taking action even though you have not been given orders; using resourcefulness without normal material or methods.
 Decisiveness – being able to make good decisions without delay.
 Tact – can deal with people in a manner that maintains good relations and avoids problems; treat others as you would like to be treated.
 Integrity – being honest and truthful in what you say or do; sense of duty; sound moral principles.
 Enthusiasm – a sincere interest and exuberance in the performance of duties; optimistic, cheerful, and willing to accept challenges.
 Bearing – the way you conduct and carry yourself; alertness, competence, confidence, and control.
 Unselfishness – you avoid making yourself comfortable at the expense of others; be considerate; give credit to those who deserve it.
 Courage – allows you to remain calm while recognizing fear; the inner strength to stand up for what is right and to accept blame when something is your fault; can continue to effective in the face of physical danger.
 Knowledge – the understanding of a science or art.
 Loyalty – a devotion to your country, the Corps, your seniors, peers, and subordinates; unwavering loyalty up and down the chain of command.
 Endurance – the mental and physical stamina measured by your ability to withstand pain, fatigue, stress, and hardship.

⁹ U.S. Department of the Air Force, *Leadership and Force Development*, Air Force Doctrine Document 1-1 (Washington, D.C.: U.S. Department of the Air Force, 18 February 2004), 8. As would be expected, Personal leadership at the tactical level is direct and face-to-face interaction. People/Team leadership at the operational level becomes more complex. "This level is where an Air Force member transitions from being a specialist to understanding Air Force integration." At the strategic level, Institutional leadership deals with issues such as force structure, resources, and vision. The strategic level transitions leaders from integration to "leading and directing exceptionally complex and multi-tiered operations". An important differentiating point at this level is the focus on unified, joint, multi-national, and interagency operations. It must be said that the Air Force acknowledges that the skills required at the higher

leadership levels are built from those learned at the lower levels. This is an important point as this general concept is utilized in the proposed universal model.

¹⁰ Ibid., 10. The Air Force utilizes the leadership competencies of Personal, People/Team, and Institutional followed by Enduring Leadership Competencies within each.

Personal—exercise sound judgment; adapt and perform under pressure; inspire trust; lead courageously; assess self; and foster effective communication.

People/Team—drive performance through shared values; influence through win-win situations; mentor and coach for success; promote collaboration and teamwork; partner to maximize results.

Institutional—shape Air Force strategy and direction; command organizational and mission success through enterprise integration and resource stewardship; embrace change; drive execution; attract, retain, and develop talent.

¹¹ The information received concerning the curriculum at the Air Command and Staff College were two briefings sent to me by a resident student. The courses were LA-502, *Leadership in Context* and LA-522, *Mentoring and Developing Followers*. The briefing, *Leadership in Context*, contained discussion on the history of leadership theory, a break down of AFDD 1-1 and the Interactional Leadership Framework within two different situations. The first situation follows the leadership levels of tactical, operational, and strategic. Although there is nothing represented at the operational level, the spectrum implies a transition from one end to the other. A leader at the tactical level is represented as a technician while at the strategic level that person is a generalist. A follower at the tactical level is directly led, while at the strategic level indirect leadership is utilized. The mission is specific at the tactical level and broad at the strategic. In the second situation those three levels are replaced with peace, crisis, and war. A leader in the situation of peace is democratic, the followers are relaxed, and the mission is flexible. But a leader during war is authoritarian while the followers are afraid and the mission is imperative. Under this situation the break out for the crisis level is not given.

¹² Stephen A. Shambach, Col, *Strategic Leadership Primer*, 2nd ed. (Department of Command, Leadership, and Management: Army War College, Carlisle Barracks, PA, 2004), 59. Both the Army's War College and its Command and General Staff College follow the guidance put forth in Field Manual (FM) 22-100, *Army Leadership*; with the War College taking the manual one step further with development of a Strategic Leadership Primer. The Primer sits at the core of their Strategic Leader course. The six metacompetencies described in this document; identity, mental agility, cross-cultural savvy, interpersonal maturity, world-class warrior, and professional astuteness are specifically focused at strategic leaders. This research is proposing a model for the entire officer corps and thus does not review this subject. Like the Air Force, the Army acknowledges that "competencies are built on the foundation of leadership requirements at lower levels...but some strategic leader competencies are qualitatively different and new".

¹³ U.S. Department of the Army, *Army Leadership*, Army Field Manual 22-100 (Washington, D.C.: U.S. Department of the Army, August 1999), 1-11, 1-12. A very comprehensive document, FM 22-100 addresses leadership for both the officer and the NCO corps. As described for the other Services, Direct leadership is that face-to-face leadership found at the tactical level. There is direct influence on subordinates within a steady environment. Organizational leaders have a more indirect influence on the masses. Leaders at this level are not close enough to quickly address concerns and work the problems. Their ability rests with

policy, organizational climate, and integration of the organization. Strategic leadership is the same as the Institutional leadership described by the Air Force. Leaders at this level establish the structure, resources, and vision for the organization.

¹⁴ Jeffery D Horey and Jon J. Fallesen, *Leadership Competencies: Are we all saying the same thing?*, presented at the International Military Testing Association (November 2003), 1,10 available from <http://leadship.au.af.mil/sls-skil.htm>; Internet; accessed 28 October 2005. This study was far more in-depth than the analysis presented in this paper; however, the results were not much different in capturing the similarities and differences. The article examined the Army, Navy, Air Force, Marine Corps, Coast Guard, and Executive Core competency frameworks to link similarities and identify differences. The authors concluded that "leadership competency modeling is an inexact science and that many frameworks present competencies that mix functions and characteristics, have structural inconsistencies, and may be confusing to potential end users." While this study did not provide a new method or model, it did provide three recommendations to improve modeling procedures that were helpful in development of the model advocated in this paper:

1. "Define leadership and establish the boundaries on what is and isn't considered in your organizations leadership framework.
2. Use a consistent representation of tasks, functions, actions and behaviors that leaders perform.
3. Seek to eliminate redundancy in competencies and elements and clearly indicate how actions and behaviors are linked to competencies or elements."

"Reducing the redundancy, improving the detail, and providing behavioral examples of the competencies will assist in this effort."

¹⁵ James MacGregor Burns, *Leadership*, (1978); quoted in Wendy L. Schultz, "Leadership: An Overview", 25 November 2001; available from <http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld007.htm>; Internet; accessed 3 November 2005

¹⁶ Wong, Gerras, Kidd, Pricone, and Swengros, 1. "Stating that strategic leader capability, but not necessarily strategic leadership, is required at the O-6 level recognizes that senior officers will need to think strategically, even if they are not in troop leading positions."

¹⁷ Ibid.

¹⁸ J.G. Hunt, "Leadership: A New Synthesis" (Newbury Park, CA: Sage, 1991) quoted in Leonard Wong, Paul Bliese, and Dennis McGurk, *Military Leadership: A context specific review*, (The Leadership Quarterly 14, 2003), 662, available from www.sciencedirect.com; Internet; accessed 28 October 2005. His model "...considers the impact of external environments and the influence of subcultures/climates on leadership. Finally, the model discusses the notion of performance at the various levels of leadership. This latter point acknowledges that there are differing notions of organizational effectiveness at each level." Hunts Multilevel Leadership model's "use of systems, organizational, and direct leadership levels generally parallels the military's stratification of warfare" (Strategic, Operational, and Tactical).

Choo, Chun Wei (2001) "Environmental scanning as information seeking and organizational learning." Information Research, 7(1) [Available at: <http://InformationR.net/ir/7->

[1/paper112.html](#)] © the author, 2001, Updated :24th September 2001; 249 and 253.

“Environmental scanning includes both looking at information (viewing) and looking for information (searching)” and further that “scanning is an important component of the organization’s strategic planning process”. Within the tactical level, conditioned viewing is the main method for seeking information. Here “information needs focus on a small number of relatively well-defined issues or areas of concern” that “makes use of standard procedures”. At the operational level, searching is used to analyze the environment and obtain accurate information. “Information needs are based on well-defined search goals that are broad, detailed, and open-ended.” Finally, at the strategic level, information is derived from intervention and feedback external to the organization. Enacting is used to “intrude actively into the environment in order to influence events and outcomes”. These modes must not be considered all inclusive within a specific level, they overlap and are used wherever applicable, but they do form a basis for how leaders may react to the environment.

W. Michael Guillot, Col (ret), “Strategic Leadership”, *Air & Space Power Journal* (Winter 2003) 2, available from <http://www.airpower.maxwell.af.mil/airchronicles/apj/apj03/win03/guillot.htm>; Internet; accessed 24 October 2005. A Conceptualization Realm spectrum bar can be modeled from an article by Colonel W. Michael Guillot, *Strategic Leadership*. In this article he broke down the strategic leadership environment into military, domestic, national security, and international; three of which were used to develop this spectrum bar. Although his model is defining how strategic decisions may be made within his four quadrants, the linear portrayal in this spectrum bar provides an illustration on how officers may think within Leadership Levels. The three levels also help in understanding how decision-making may occur as leadership roles change.

Donald F. Kettl and James W. Fesler, “Decision-Making”, *The Politics of the Administrative Process*, (Congressional Quarterly, Inc.: CQ Press, 2005). Decision-Making comes from a reading during the Army War College Strategic Leadership course which helps to understand how decision-making may occur as leadership roles change. At the tactical level, one would predominantly see rational decision making using the systems theory approach. At the operational level, bargaining “demonstrates how decision-making involves conflict, negotiation, persuasion, and individuals with stakes in particular policies and decisions”. Within the strategic level, where issues become more political, participative decision making may be the primary mode where committees are used to shape decisions.

T. Owens Jacobs, *Strategic Leadership: The Competitive Edge*, (Fort Lesley J. McNair, Washington, D.C.: Industrial College of the Armed Forces, 2000), 24. quoted in W. Michael Guillot, Col (ret), “Strategic Leadership”, *Air & Space Power Journal* (Winter 2003) 5, available from <http://www.airpower.maxwell.af.mil/airchronicles/apj/apj03/win03/guillot.htm>; Internet; accessed 24 October 2005. This theory classifies performance requirements as direct, general, and strategic. Within the direct level, the time horizon is short and the leader has daily interaction with subordinates to execute goals. At the general level time horizons increase (cited as much as 5 years) and the focus shifts from the internal group to external issues affecting the organization. Finally, where the time horizon can stretch to 20 years, the strategic level must deal with organizational integration and the “power of influence”.

Shambach, 1. A Strategy Link spectrum bar provides a conceptual, linear relationship to the strategy formulation process. “The Army War College defines the strategic art as: The skillful formulation, coordination, and application of ends (objectives), ways (courses of action) and means (supporting resources) to promote and defend the national interests.” For the

strategic leader to implement objectives (ends) he/she utilizes military concepts (ways) available at the operational level and the forces/supplies (means) at the tactical level. David Jablonsky, "Why is Strategy Difficult?" in *U.S. Army War College Guide to National Security Policy and Strategy*, ed. J. Boone Bartholomees, Jr., (U.S. Army War College, Carlisle Barracks, PA, July 2004), 70. In a theoretical sense you could also roll into this spectrum bar the concept of the policy continuum which is represented by tactics (tactical), strategy (operational), and policy (strategic). Arguably, strategies can be formulated within any of the Leadership Levels, however, for processes of this paper's model it offers a visual, theoretical approach to its application within the three levels.

¹⁹ Robert K. Greenleaf, *Leadership*, (1977); quoted in Wendy L. Schultz, "Leadership: An Overview", 25 November 2001; available from <http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld008.htm> ; Internet; accessed 3 November 2005

²⁰ Stephen R. Covey, *Principle Centered Leadership*, (Simon & Schuster, New York, 1991), 17

²¹ Joseph C. Rost, *Leadership for the Twenty-first Century*, (1993), 29-30; quoted in Wendy L. Schultz, "Leadership: An Overview", 25 November 2001; available from <http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld005.htm> ; Internet; accessed 3 November 2005.

²² Covey, 20

²³ Ibid., 19

²⁴ Gary Yukl, *Leadership in Organizations in Organizations*, (2003), 129 quoted in Robert M. Murphy, Ph.D., "Leadership Extract—AY 2005", *Strategic Leadership Course* (U.S. Army War College, Carlisle Barracks, PA, 26 October 2005), 8. Beliefs and assumptions about the characteristics of effective leaders involve relevant traits, skills, or behaviors.

²⁵ Jacobs, 6

²⁶ Leonard Wong, Paul Bliese, and Dennis McGurk, *Military Leadership: A context specific review*, (The Leadership Quarterly 14, 2003), 660, available from www.sciencedirect.com ; Internet; accessed 28 October 2005

²⁷ Smith, 31

²⁸ Guillot, 2

²⁹ Warren Bennis and Burt Nanus, *Leaders*, (1985), 28, 39; quoted in Wendy L. Schultz, "Leadership: An Overview", 25 November 2001; available from <http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld0017.htm> ; Internet; accessed 3 November 2005

³⁰ Robert J. House, *A Path-Goal Theory of Effective Leadership*, (Administrative Sciences Quarterly: Vol. 16, 1971), 321-338

³¹ Shambach, 3

³² Wong, Bliese, and McGurk, 668

³³ H Mintzberg, *The Nature of Managerial Work*, (Harper & Row, New York, 1973) quoted in Bill Richardson, "Comprehensive Approach to Strategic Management", *Management Decision* (London: 1994, Vol. 32, Iss, 8; page 27) available from <http://proquest.umi.com/pqdweb?did=4708504&sid=6&Fmt=3&clientId=20167&RQT=309&VName=PQD>; Internet; accessed 28 October 2005. In *Comprehensive Approach to Strategic Management*, the author cites Mintzberg's 10 leadership roles—the figurehead, leader, liaison, monitor, disseminator, spokesman, entrepreneurial, disturbance-handler, resource-allocator, and negotiator. While one of these roles (leader) is used in this model, many of the others would be defined as competencies (liaison, monitor, and negotiator) in this model.

³⁴ Robert M. Murphy, Ph.D., "Leadership Extract—AY 2005", *Strategic Leadership Course* (U.S. Army War College, Carlisle Barracks, PA, 26 October 2005), 5. The approach for this study's model is similar to the Behavior Leadership Theory Paradigm "that explains leadership through the use of distinctive styles used by effective leaders, or to define the nature of their work." The distinctive styles mentioned are referred to as Leadership Roles in this universal role-based model; however, the graphics used to explain these roles are far different from any behavioral model.

³⁵ Horey and Fallesen, 3

³⁶ As a Manager (supervisor) a person manages resources, programs, and time with respect to work and personal health/fitness. He/she learns the tactics of their trade and how to manage conflict in the work environment. As a Supporter (follower) this person is responsible for short-term development of themselves as well as parts of an organization. They exercise continuity over those programs as they deal with the task at hand. In addition, they help to maintain a perspective on those tasks in relationship with the overall organizational goals. As Technicians (practitioner) they become highly competent masters of their trade and recognized practitioners in the field. As a Student (learner) they initiate a study of the profession of arms that becomes a habit as they advance in their career. Additionally, they continue to learn and refine their technical proficiency and prepare for the skills required at higher levels of leadership. Those skills start with the next transitional layer between the tactical and operational levels. As a Motivator (producer), an individual expands on their ability to build a cohesive team to help manage the programs for which they are responsible. They must master the art of communication with respect to organizational policies, goals, and objectives to explain how their team's effort impacts the organization. As a Problem Solver (detailer) a person learns to master the art of organization...the ability to bring chaos into an orderly, systematic, and structured whole. As an entry level Leader (professional), he/she exercises professionalism and good judgment by maintaining the standards expected in the organization and is held accountable for their area of influence. They start to develop that sense of purpose and confidence through internal self-development. The next layer brings to the tactical leader an understanding of roles more commonly found at the organizational level. As an Orchestrator (coordinator), this person sets the example and works to earn the trust of the organization by accomplishing the tasks placed upon them. Here they take the time to coordinate with other parts of the organization to determine how those parts impact their program. As an Integrator (organizer), he/she utilizes what is found in those other parts of the organization to determine what is best for mission accomplishment. Here they learn to compromise and become an equalizer to the overall

strategy of the organization. Finally, the tactical leader must have an understanding of the organizations vision. As a Facilitator (assistant), there must have an internal awareness of the overarching purpose of the organization and how that relates to their individual mission accomplishment. They learn the ability of team building and how their team serves the greater good through task accomplishment.

³⁷ Wong, Bliese, and McGurk, 671

³⁸ As a Manager (director) a person now manages processes as they relate to the mission and to operations. They must embrace a constant state of change and questioning and provide risk analysis to processes they control. Additionally, they must learn to manage stress and create a balance between their professional and personal lives. As a Supporter (disciple) these people are responsible for the long-term development of themselves as well as the organization. They must provide the perspective from what is required in the field with the desires and strategy outlined by senior leadership. As a Motivator (enthusiast) they must continue to master the art of communication with respect to the vision, strategy, and mission of the organization. They are strategists who build teams from the various parts of the organization for the execution of policies, goals, and objectives. As a Problem Solvers (planner) the tasks laid before them are process oriented. They must become masters in the ability to organize in order to delegate programs across and down Leadership Levels. As an Orchestrator (composer) this person is entrusted with specific parts of the organization and must monitor the climates of those parts for effective mission accomplishment. It is here that he/she brings together the tasks required to execute their processes. As an Integrator (collaborator) a person executes the vision of senior leadership. It is here that he/she provides the balance between the support provided to the field and the advice provided to the senior leadership. In this role they must become master negotiators between the tactical and strategic levels as well as to the external influences from the environment. As a Mentor (coach), the first time this role enters the model, they become teachers of the operational art. It is here that the role of Technician (researcher) is played out since this level demands experts from the field. This trusted individual is then given the responsibility of mentorship and feedback to those around him/her and those at the tactical level. As a proven Leader (commander) they must be able to articulate the purpose, vision, and strategy of the organization. They are given the authority to act on behalf of the organization for their areas of influence, but they must also be prepared to except the responsibility of that authority. The next layer brings to the organizational leader an understanding of roles more commonly found at the strategic level. As a Thinker (academic), the first time this role enters the model, they must study the art of critical, systems, and creative thinking. It is here that the role of Student (instructor) is encompassed as this continuous learner utilizes the experience and knowledge gained for effective decision-making. The mental agility of these people earns them the respect of their peers and subordinates. As a Facilitator (mediator) there must have an external awareness of how the environment impacts the organization. Team building is the norm and development of diplomatic skills improves their ability as a negotiator. It is here that coordination internal to the organization and external to the environment is paramount in order to support senior leadership.

³⁹ Smith, 33

⁴⁰ As a Manager (chairman) this leader must now manage the more nebulous concepts of change, direction, climate, and influence. At the same time he/she must manage the organization and its overall performance with respect to the vision, strategy, and mission set forth. As an Orchestrator (promoter) they exercise a wide span of control and must articulate

their vision to order to gain respect and support of their ideals. While as a Manager this person must manage the organizational climate, it is as an Orchestrator that he/she must set the climate they desire for mission accomplishment. As an Integrator (unifier) this leader pulls together the systems of the organization so that the lower levels of leadership can execute their missions. Within the context of organizational strategy, this person develops the policy, goals and objectives for achievement. As a Facilitator (advocate) there is an even greater need to have an awareness of the external environment and how those influences can impact the organization. It is here that the role of Problem Solver (investigator) is better expressed as problem management. While team building was the norm with the operational level; consensus building becomes the norm at the strategic level. To do this he/she must become a skilled diplomat and a consistent liaison for the organization. As a Thinker (intellectual), study of turns to utilization of critical, systems, and creative thinking. It is here that the role of Student (scholar) is included as continuous study enhances the wisdom and insight found through experience. It is extremely important that this leader have an active mind, but to achieve this time must be set aside for reflection and thought. As a Mentor (educator), they become teachers of the strategic art. These trusted and respected leaders mentor people through the articulate communication of organizational values, missions, policies, goals, and objectives as well as decisive feedback on organizational performance. As Shaper (campaigner), the first time this role enters the model, he/she has the power to shape the organization, its' culture, and its' future. This person becomes the catalyst for change, but for this change to be effective they must have complete awareness of the internal and external factors that come with change. It is here that the role of Supporter (believer) comprises their being towards the organization and its people. As an Orator (statesman), the first time this role enters the model, communication is the vital competency. Through inspirational communication this leader becomes the spokesman for the organization and its people...influence through speech, impact through narration. It is here that the role of Motivator (spokesman) encompasses their ability to be the spokesman of the vision, mission and strategy. As a senior Leader (ambassador) they act as the ultimate decision-maker within the organization. As leaders they define and embody the standards, purpose, vision, and strategy of the organization...it becomes part of their daily lives. These senior leaders must have the ability to lead relationships such as the joint, coalition, and interagency teams mentioned at the beginning of this section. Of particular note is the role of Manager far below the role of Leader at the top. This was intentional since many leadership models and studies mix the two terms, but with respect to a military audience there is a distinct difference both in roles and competencies. As a Practitioner (aficionado), the first time this role enters the model, he/she is not only a teacher of the strategic art, but master of the strategic art. Coupled with the role of Shaper, these senior leaders initiate the policy and direction of the organization and execute its overarching mission. It is here that the role of Technician (guide) is performed with respect to the leveraging of technology for the benefit of the overall organization.

⁴¹ Wendy L. Schultz, "Leadership: An Overview", 25 November 2001; available from <http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld001.htm>; Internet; accessed 3 November 2005. According to a leadership overview by Wendy Schultz, she notes authors Joseph Rost, James MacGregor Burns, Warren Bennis, and Henry Mintzberg all argue that leadership studies are seriously flawed. She summarizes, "While everyone talks about leadership, no-one has satisfactorily defined what it actually is. Like art, we seem to know it only when we see it." Those who study leadership are often personally influenced from experience within the context of their particular field.

⁴² Smith, 30. Dr. Smith wrote, "The twenty-first-century international environment suggests that our aerospace leaders may need to be more skilled in strategic thinking than their

predecessors.” A more appropriate statement with respect to all military officers would be to simply drop the word aerospace.

